

# **Summary Report from the House Education Committee Ad Hoc Committee on High School Redesign – March 1, 2006**

**Representative Larry Bradford, Chair**

**Representatives Bert Bracket, Jana Kemp, Donna Boe and Donna Pence**

## **INPUT Sources regarding the RULE Docket 08-0203-0506, 2006 Legislative Session**

- 114 Superintendents were invited to submit input and 41 did.
- House Education Committee members, Senate Education Committee members.
- House and Senate Committee testimony in January 2006.
- Office of the State Board of Education (OSBE) information packet and presentation to committees in January 2006.

## **PART 1: Summary of Support for and Concerns about the Rule**

### **Statements of Context**

We the members of the second session of the 58<sup>th</sup> Idaho Legislature agree that continuously improving the educational experiences and opportunities of Idaho's K-12 students is important.

We believe that the State Board of Education's 2005-2006 research and sub-committee efforts have created a strong beginning point for discussing improvements for Idaho's High School offerings.

We agree with the goals presented from the OSBE's Statewide Task Force on Accelerated Learning and Preparation for Post-Secondary Education:

- a. To increase the number of students prepared for and attending post-secondary institutions.
- b. To increase opportunities for and involvement in accelerated learning programs (including AP, dual enrollment, concurrent enrollment as appropriate)
- c. To increase academic engagement by senior level students through a relevant and rigorous curriculum.

The Idaho Office of the State Board of Education 2006 Pending Rule Docket No. 08-0203-0506 (referred to hereafter as "Rule") has been presented to both the House and Senate Education Committees and no clear resolution has been reached about approving or rejecting the Rule.

We contacted all of Idaho's School District Superintendents for input and have taken input from emails, phone calls, and meetings with stakeholders on this Resolution.

The Legislature would like to see an approach that incorporates the views of all of Idaho's education stakeholders and the best educational delivery practices for K-12 education.

We believe that any business decision maker, in any field, given the limited amount of information given to the House and Senate education committees would have asked for more detailed information, plans, budgets, and business implementation strategies, and we believe that children and young adults are human variables and not mechanical inputs and outputs.

We support raising the expectations for all students, which has been done through ISATs and No Child Left Behind.

We recognize that the 21<sup>st</sup> Century brings different demands on citizen and workforce preparation for success in life.

The general consensus seems to be that more rigorous, relevant, achievement oriented and skill provision for the 21<sup>st</sup> Century is all important.

We believe that the research for this Rule and this proposed Rule have encouraged needed dialogue about how to improve K-12 education and graduation success in Idaho and student preparation for the future.

We agree with the Idaho State Board of Education that there is a need for redesign, based on: the requirement of this century's jobs for education beyond high school; the need for having a skilled and educated workforce in Idaho; and Idaho's high-school to college entry rates; and on students deserving a well-rounded, relevant and rigorous education.

Some Idaho districts have been working on raising graduation credits and requirements and report that they have not seen a dropout rate increase.

### **Concerns**

*Constituents and stakeholders across the state have communicated their concerns about the Rule and have indicated their frustrations about not feeling heard (even though we acknowledge the OSBE did make changes based on gathered state-wide input), and not feeling included in the decision-making process for the establishment of the Rule, and about the accuracy of "facts" used to demonstrate what is wrong with Idaho schools.*

Unanimous or even majority school district support seems to be lacking, and as a result state-wide buy-in to the successful implementation of high school redesign seems lacking.

School district, superintendent and teacher and staff commitment to the implementation of the redesign effort is critical.

We believe that all stakeholders need a place at the plan development discussion table.

About a dozen of Idaho's school districts report having already moved toward the course offerings and requirements proposed by this Rule.

Relevance includes professional technical education, agricultural classes, arts and music classes as well as extra-curricular offerings.

It is unclear whether requiring more classes and/or raising the bar for student expectations, and/or improving teaching delivery is the way to achieve student success.

### **Supporting Statements and Concerns**

The Idaho Education Association supports the goal of the State Board's proposal to ensure that every student has access to a rich and rigorous high school curriculum, it does however have the following cautions: 1. the accuracy of the estimate of cost of the initial implementation for the first year of \$1.4 million seems unclear – and will it be funded in FY 2007? 2. Recruiting and retaining highly qualified math and science teachers will be critical – are the estimates for getting these teachers included in the ongoing costs? And will the Legislature commit to providing the necessary resources to fully fund these new teaching positions? 3. Electives: Will districts be required to divert resources from other equally important course offering to meet the financial demands of this new proposal? Will school districts be able to develop schedules that will allow students interested in studying the humanities and participating in elective offerings? 4. Remediation: Will the Legislature provide sufficient moneys for school districts to provide targeted assistance to students who are unable to successfully complete the new math and science requirements without remediation?

The Idaho PTA supports Idaho public schools which require the completion of courses that will prepare an "intelligent people" and citizenry as stated in Article IX, Section 1 of the Idaho State Constitution, and supports all efforts of public schools to provide every child with an education that prepares him/her for a future as successful adults and citizens, and supports course and graduation requirements that create well-educated and well-rounded graduates, and supports requiring physical education in elementary, middle/junior high, and high schools, and supports adequate funding to local schools and districts before any rules or requirements are adopted or established.

We recognize that the Idaho PTA supports the additional graduation requirements, including but not limited to science and math, it also encourages the Idaho Legislature to provide adequate funding to local schools and districts before any rules or requirements are adopted or established.

We agree with the PCAC group of parents and community members that a well-educated populace is a cornerstone of the continuing economic vitality of the State of Idaho and the businesses and industries of this state require a well-educated work force, and Idaho must prepare its students to become citizens who can compete in the global economy, and Idaho's colleges and universities cannot sustain the burden of providing excessive remedial classes to students entering their freshman and sophomore years of post-

Secondary education and school districts should encourage the maximum utilization of the existing math and science curriculum.

We recognize that the Idaho School Boards Association supports High School Redesign and funding for it.

The flexibility allowed in the Rule allows for districts to submit alternate course offerings for approval in math and science and to establish course waivers.

Some have commented that they like the timeline of the Rule roll-out for implementation.

We support increasing the number of credits required for high school graduation to 46.

Everyone seems to support improvements in High School, however the challenge is that there is not clear agreement on what the actual improvements should be and on how the improvements should be implemented.

Everyone seems to support making the Senior year of High School more rigorous and valuable and we support the idea of an approach to making the senior year more rigorous, valuable and relevant.

#### **Things to address**

We recognize that apparently “World language” is the politically correct term for “foreign language” instruction. We still however want a list of what the World Languages are.

Attitudes toward math and science are not changed by requiring more classes but rather by improved teaching strategies and methods in all grade levels.

There are questions about whether every student needs to pass an Algebra II class.

We recognize that not all students learn the same way, and that lessons from No Child Left Behind include this recognition.

Teachers, parents and school board members have asked that ISAT testing for second graders and the Direct Math Assessment be eliminated (which would free up funds for use in High School redesign).

We recognize that Idaho is ranked 46<sup>th</sup> in the nation in terms of college graduates per capita and desire to encourage Idaho’s students to consider college attendance and graduation.

We recognize the considerable concerns expressed statewide by students, parents, teachers, and administrators about the rule change – including concerns over loss of electives, increasing drop out rates, curriculum selections such as the International Baccalaureate being in the Rule.

The Idaho Council on Developmental DisAbilities has expressed general support and one area of concern about how the needs of special education students.

We've received mixed feedback on the value of senior projects, we none-the-less support the idea and want to see initial implementation in the 2006/2007 school year.

*Offering more math and science classes in high school has received about a 50/50 in favor of and against position from constituents and stakeholders.*

**Things to celebrate and protect?**

We recognize that districts around the State have initiated and maintain innovative educational and professional technical programs (Blaine County and others).

We support the ability of school districts maintaining local control and having the option to submit alternate class offerings in math and science for OSBE approval and for district implementation.

The Governor in his 2006 State of the State address proposed to train 70,000 high school teachers to lead advanced-placement math and science courses.

We recognize that improved education is dependent on a variety of factors, including courses offered, number of courses offered, electives, strong and certified teachers, administrators and principals, instructional methodology, curriculum used, experience-based learning experiences; and responsible and responsive budgeting for education.

We recognize the information shared by Dr. Tim White, University of Idaho, on February 20, 2006 that: "80% of jobs are projected to require post-secondary education," and that "context relevancy" and grade level rigor in academics and critical thinking is important, and that "we should press on in parallel with K-6, 7-9 and 10-12 improvements in math and science, and the National Academy of Science and the National Academy of Engineering Institute of Medicine report that about 1/3 of US fourth graders and 1/5 of eighth graders lack competence to perform basic math computations.

*None of Idaho's students will be harmed by taking the time requested and suggested by concerned stakeholders to further research and refine the Rule and the overall approach to educational redesign in Idaho.*

**PART 2: Responses and Recommendations Requested:**

We therefore are resolved that the Office of the State Board of Education in collaboration with the State Department of Education shall act to gather input from all 115 of Idaho's School Districts, to research and provide reports and recommendations on the following items for the 2007 Legislative Session and especially to be presented to the House and Senate Education Committees in January of 2007, so that Rules, Code and Budgetary

changes can be approved to the desired end of achieving Idaho's High School Redesign and ever improving student achievements:

## **1. FUNDING and BUDGETING CONCERNS**

- Unless funding for High School Redesign efforts is made available, the efforts should not be undertaken because an undue hardship will be placed on many of Idaho's School Districts. Provide a full and detailed business plan that includes budgets, implementation steps and costs, communication plan details and comprehensive plan details (as requested in the parts that follow) so that the Legislature can justify funding and fund the full plan and its implementation. If the schools are not able to hire the necessary additional teachers, they may have to take money from other programs like electives to secure teachers – this would negatively impact electives and Professional Technical Education programs and ultimately the ability of the state to provide a "thorough" public education." Identify both the funds needed and a specific funding SOURCE. Don't pass unfunded mandates.
- Not only is funding for teaching and curriculum needed, so is Facility Funding. Portables or new building space may be required.
- FUND districts so that they can be able to hire teachers who will be needed, but will only be needed for partial days to teach the additional courses.
- A clear budget is needed for the annual costs associated with every student taking a college entrance exam. Provide more details on how Grade 11 students will be able to choose which of the required tests they will take, and include a detail of the actual costs of each test and a new projection of the costs of the tests and who will pay for them;

## **2. GENERAL CONCERNS**

**A. One Size does not fit all Districts:** What kind of plan will best meet the needs of students and school districts in this type of a breakdown of district sizes.

Actual availability of teachers for ALL districts in the state to provide great experiences for students

Large – Meridian, Boise, CDA, Pocatello, Idaho Falls over 5000 students

Boise projects needing 11.5 additional FTEs (7 in math and 4.5 in science) at a cost of about \$805,000; and projects that students will have as many as 6 fewer electives than under current graduation requirements; and projects that at least one additional science lab will be needed at each high school, under the current schedule at a \$725,000 cost for converting five regular classrooms to lab spaces.

Medium – 1,000 to 4,999 students

Small – Under 1000 students (majority of districts fall here) What lessons exist from other states' small districts? And, what are small districts (Castleford) with small school buildings to do with limited classroom space and a limited number of teachers? For

instance, Bruneau-Grand View indicates they'll need at least a half-time science and a half-time math teacher and how will we find money to pay them? If signing incentives are offered in bigger districts, we'll lose teachers in the small districts. If online instruction is the only way to fulfill a class requirement, is there really proof that the student will be prepared for college math? How will small districts find the teachers? Butte county says they will need a .2 certified and science endorsed teacher and another for math – how can they recruit for that?

**B. Flexibility –**

- a. Local Control – in schools, districts and with school boards
- b. Senior project implementation
- c. Course offerings – let districts determine courses and get them approved through the state process
- d. At the district level to improve the math and science offerings we already have and to support ongoing teacher development
- e. Managing increased rigor and electives so that electives are not lost.
- f. Allowance for students with Special Needs and who are LEP students
- g. Don't name classes to be taught, instead identify the standards and outcomes and let the school districts develop the appropriate curriculum. Some commented that the OSBE has been striving for standards-driven graduation requirements and that the move to credit-driven and class-specific requirements is counter-productive. Focus on skills and competencies needed to be successful in math and science ongoing education and careers and then develop classes accordingly.
- h. Funding from the state needs to match district needs. I.e: Districts with a high percentage of ESL students have different needs, as do remote districts, as do low market value districts, as do fast growing districts
- i. So that districts can ensure high rates of high school graduation
- j. Not all students learn in the same way, at the same rates, and in the same courses – so flexibility is needed to ensure skill gain and academic achievement
- k.

**C. Finding and Retaining Teachers:**

1. How find?
2. How recruit and retain?
3. New teachers don't have the skill and expertise expected by the proposed rule.
4. How find and develop "highly qualified" teachers?
5. Reduce the cost of graduate credits for practicing teachers at Idaho public universities, thereby enticing more math, science teachers to attain a masters level, resulting in better educated more knowledgeable instructors throughout K-12 education.

6. Create scholarships for funding the top 100 math/science students attending Idaho public universities. Upon graduation they commit to teaching 5 years in an Idaho public school.
7. Finding teachers: Murtaugh School District reports that two years ago when hiring for a math teach, they didn't get even one application.
- 8.

#### **D. Remediation --**

- a. handle remediation at the high school level and not in the colleges
- b. to prevent drop-outs
- c. need to be sensitive to the needs and abilities of ALL students.
- d. Rather than the AYP Jail approach, focus more on incentives for success and achievement.
- e. Create positive partnerships with schools that praise achievement and improvement.
- f. How will we meet the needs of students who are not proficient in their own languages, let alone in becoming proficient in English?

#### **E. How Community Colleges and Colleges and Universities can help:**

- b. don't allow students to enroll if they don't meet entrance standards, that way students will be encouraged to take more rigorous classes in High School.
- c. Prepare teachers for K-12 teaching success (Details to be determined by school districts and the higher-education institutions.)
- d. Be affordable so more students consider attending and actually attend.
- e.

### **3. CURRICULUM CONCERNS**

- A clear plan for course approvals – for math, science, applied math and applied science classes that will meet the proposed rule standards. Provide a plan for Course approvals. What are the process, and the criteria for courses to be approved? Include: Native American History and Culture course, applied course, Professional Technical courses, and so on.
- To Offer all the courses:
  - need block schedules which requires more teachers
  - need teachers
  - need to know what happens to electives
  - offer a plan for remediation that doesn't hold back the middle and high performing students
  - what is the suggested plan for staffing the administration of the Senior Project. Bonneville apparently dropped it because of not being able to staff the Project.



#### 4. MORE RESEARCH NEEDED

- A complete Profile of the state's 114 School Districts is to be presented that includes: the number and names of Districts already meeting or exceeding the proposed Rule requirements and a listing of how many credits are required to graduate; the number and names of Districts that will have to change their class periods and days in order to offer all of the math and science classes being proposed; and the number and names of Districts that indicate they will lose electives (such as Agricultural Science and Technology according to Castleford, and such as arts and music as expressed by parents and students around the state), which electives and at what cost to their students and what additional staffing each district would need, and what additional facility needs would exist. In other words, provide a profile of ALL 114 districts and how they'll be affected by the Rule. And indicate which districts are already achieving the goals of this Rule.
- A statewide report on how electives will be affected in all 114 Districts as a result of requiring the additional math and science classes.
- Provide the data that shows that a senior project has bearing on or impact on the student's post-secondary success and indicate where the expected responsibility falls in the curriculum. Many support a senior project. And yet some have suggested that it not be implemented unless the data show effectiveness of the senior project requirement.
- Provide an analysis of whether alternative testing options to ISAT are appropriate and viable in Idaho. Both Colorado and Virginia have pursued alternate testing approaches to ensure that students not succeeding at and not learning by text-based tests have an equal chance of success in graduating from high school with the appropriate levels of competency.
- Provide a list of all of the options for improving student K-12 achievement and high school graduation rates with a recommendation on what actions need to be taken in Idaho. Include the input of teachers, administrators and school boards and recommendations on pedagogy and instructional methods that improve education.
- Provide options for applied courses, electives and Professional Technical Education courses to qualify as math and science classes. Respond to how applied math courses (such as construction math being taught in Blaine County) can be counted as meeting math requirements. Thereby allowing students the flexibility to meet the requirements in ways that best meet individual student needs.
- Provide a report on how High School Redesign will affect the 16,747 Juvenile corrections students and students at alternative schools.
- Provide a report on how the OSBE Rule recommendations fit with the High Schools That Work reform model that the Idaho Department of Education has been implementing and about a dozen schools in Idaho have implemented, including how the principles of high school reform outlined in this model can be implemented in Idaho. Also comment on how schools around the state are doing with the KEYS program being used in Council.
- Provide a report on what competencies are needed by students who can graduate and thrive in the 21<sup>st</sup> Century. Include, language skills, math and science skills, problem-solving, decision-making, money-handling, speech-communications,

customer service and any other competencies that can be taught as a part of High School curriculum.

- Provide a report on how lengthening the school day, the number of school days per year, and on year-round school calendars to demonstrate how these changes might be equal to achieving the goals of the Rule.
- Provide an analysis or report on:
  1. adding and funding an extra 30 minutes per school day and how learning is improved.
  2. adding and funding an extra 10 days (or more) to the school year augments the instructional process.
  3. an allowance for 10 elective credits in the high school graduation credit requirements.
  4. High schools with Majors and Minors – such as is being explored in Florida
  5. Adding ½ cent to 1 cent sales tax to increase funding for school employees and teachers.
  6. Approving courses that acknowledge the equally important role of math, science, English, History, Humanities, vocational education and other studies in the lives of students.
  7. Require a certain number of credits to be taken in the Senior year to keep students engaged?

## **5. RECOMMENDATIONS and IMPLEMENTATION PLANS NEEDED**

- a. Provide an implementation plan that shows what the State Department of Education and separately what the State Board of Education will be responsible for.
- b. Provide a plan for reducing Idaho's high school drop out rate – include Professional Technical Education (which reduces drop out rates) and other curriculum, program and counseling approaches in the plan. Requiring students who are not inclined and not interested in taking classes that are being required by this Rule may harm overall student achievement.
- c. Provide a plan for addressing the dropout and graduation rates of Hispanic students in Idaho.
- d. A recommendation on Language (World or Foreign Language) requirements for graduation achievement in Idaho. Some have suggested a two year requirement and one district suggested a four-year language requirement.
- e. A recommendation on how Wellness, Health and Fitness courses fit into junior high, middle school and high school.
- f. A recommendation on how many credits a student should take each year of high school.
- g. A recommendation on how the wording in IDAPA 08.02.03.107 section 02 can be adapted to work for this initiative and the increase of required credits, while leaving more local control for the selection of actual courses.
- h. A business plan for recruiting and retaining the projected number of teachers needed by Idaho's K-12 schools in the next three to ten years.

- i. A business plan for Principal training so that strong and innovative educational leadership, teacher development and student achievement can occur in every school workplace;
- j. A business plan for recruiting and retaining the projected number of math and science teachers needed to implement the High School Redesign Rules proposed to the 2006 Legislative session.
- k. A plan for improving teacher preparation in all subjects and especially Math and Science in Idaho's institutions of Higher Education.
- l. A plan for ongoing teacher pre-service and in-service training that will be critical to the ongoing development of teachers who can deliver the level of courses and instruction needed. "Support the improvement of existing staff and programs before increasing more expectations on students and school districts." Vallivue School District suggestion
- m. A communication and business plan for involving teachers, parents, administrators and school board trustees in the decision-making and roll-out of changed High School curriculum and graduation requirements.
- n. A business plan for remediation when Idaho students are not achieving their grade-level benchmarked standards. Include budget needs. Provide a plan, including projected costs, for remediation in order to successfully pass the ISAT, and for non-Title 1 schools to be funded for remediation in order to meet the ISAT AYP standards. Remediation? Tutoring? Programs to help students achieve success? How will the lower 25% of students who are struggling to meet current graduation requirements now going to be assisted to reach standards and requirements?
- o. Provide a communication plan for letting Idaho's students know how they can take college level courses for credit.
- p. Provide a plan for Teacher training and development for all grade levels in Math and Science teaching skills and curriculum development;
- q. Provide a proposal for how middle school, junior high and high school counselors can provide improved post-graduation career and further education counseling. Provide a plan for career counseling improvement for junior high, middle school and high school students. Include an Academic Career Plan of sorts that involves parents, students, teachers and counselors in discussing what can best meet the needs and future needs of students. The plan should be developed by both the OSBE and the State Department of Education and should include Academic Career Planning approaches, methodologies, curricula and counseling techniques that ensure students are aware of options and can plan for their futures. Funding additional career counselors to guide children into post-secondary institutions would be an improvement to the Rule.
- r. A recommendation and potential piece of legislation for a Math initiative that would be similar to the Idaho Reading Initiative that is currently in Idaho Code.
- s. A recommendation and potential piece of legislation for a Science initiative that would be similar to the Idaho Reading Initiative that is currently in Idaho Code.

- t. A recommendation for amending the Teacher Pay Steps and Lanes pay grid in Idaho Code – such that all teacher pay scales go up and teachers in all fields can be recruited and retained.
- u. A review of and recommendation on how ISAT testing in Grade 2 helps students achieve more and teachers to work more effectively with students
- v. Provide a report on the districts around the State that have initiated and maintain innovative educational and professional technical programs (Blaine County and others) for high school students.
- w. A plan for assessing the adequacy of Idaho's k-12 Science equipment and labs.
- x. Provide a plan that includes Idaho's teacher preparation programs so that we can ensure that graduating teachers are prepared to and able to stay and teach in Idaho.
- y. Provide a plan for encouraging Professional Technical Prep to enhance college participation.
- z. Provide a plan for retired teachers to re-enter Idaho's schools to teach k-12. Include Persi implications and any other ramifications that need to be considered when determining whether this is a viable approach to securing teachers in our schools.
- aa. Provide a plan for a college scholarship fund for needy students.
- bb. Provide a plan for college scholarships that support students pursuing a math and/or science K-8 or 8-12 teaching certificate followed by actual teaching in an Idaho elementary or secondary school.
- cc. Provide a plan for K-6<sup>th</sup> grade math initiatives – similar to the Idaho Reading Initiative. If foundational skills are acquired in the early grades, greater success can occur in the upper grades, as has been seen with the Reading initiative.
- dd. Provide a plan for K-6<sup>th</sup> grade science initiatives – similar to the Idaho Reading Initiative. If foundational skills are acquired in the early grades, greater success can occur in the upper grades, as has been seen with the Reading initiative.
- ee. Provide an analysis of how starting with High School rather than elementary school students is the best route to improvement.
- ff. Provide a plan and process for students being able to attain graduation through dual enrollments in professional technical courses and in college-credit courses.
- gg. Provide a plan for ensuring that every graduating senior has taken and passed at least one on-line course of instruction and be sure to incorporate the Idaho Virtual Learning Academy and Idaho Digital Learning Academy courses (( SAME ??))
- hh. Provide a plan for ensuring that Charter Schools follow the same path for school redesign and student achievement.
- ii. Provide a plan for better reporting on who takes remedial classes in college, for instance which Idaho secondary schools did the students attend, what is the age of the students, are they entering immediately from High School or after one or more years out of high school?
- jj. Provide a plan for collecting better data about who actually goes from high school on to college so that Idaho is tracking both Idaho's higher education institution attendance and enrollment in non-Idaho higher education institutions.
- kk. Provide a plan for providing improved ISAT information to parents, students and teachers before each assessment concerning what students should know and be

- able to do. Include in the plan that the ISAT test provider must offer item analysis to teachers so they can focus their intervention and remediation. And then provide a plan for timely sharing of ISAT results to parents, students and teachers so that ongoing student development and student remediation can happen immediately and appropriately.
- ll. Provide a plan for assisting districts' success in implementing new math, science, project and curriculum in their high schools, it might include grants and other supporting tools and mechanisms.
  - mm. Provide a plan for the use of aids who can supervise small classrooms using internet instruction;
  - nn. Provide a plan for learning for credit through internships and on-the-job work.
  - oo. Provide a report that indicates whether mandating taking math in the Senior Year correlates to future math success.
  - pp. Demonstrate how waivers and/or the waiver process will work.
  - qq. Advanced Placement coursework – Describe how it fits into this Rule how? Boise District has 9% of the student population and gives 31% of the AP tests. The AP results from Boise bring the State's performance averages up, what is happening to help all districts excel?
  - rr. Offer a report on how Title 1A students who may have difficulty getting to 3 or 4 years of math and science can be helped?
  - ss. An analysis of how will these changes will interact with NCLB and AYP?

### **PART 3: HOPED FOR RESULTS to take action on in 2007 Legislative Session**

- Allow districts who are already meeting the requirements to continue doing so and think about the entire K-12 system and how student experiences and achievement will be reached.
- Gather district plans including their funding needs for implementing changes and allow the districts two years to implement agreed upon plans.
- Any Rule offered in place of this Rule in 2007 will restore the Middle School Local Control clause, as both the Elementary and High Schools have a local control clause (for instance in sections 103.01, 103.03b. and 103.02e.). And will speak to what happens after 2012 (pages 76 and 77 of the Rule). Will include definitions of the words Academic and Humanities.
- Provide an option or approach for Districts to submit their plans for high school redesign to the OSBE for approval by a selected date in 2007.

AND:

- Create Improved Tracking of students after graduation so we really know what is happening to them and what the "graduation results" really are.
- Provide a list of potential Idaho Code changes and sample language for those changes that pertain to: Teaching scholarships, middle school science initiatives, middle school math initiatives, elementary school science and math initiatives,

changes in the Teacher pay steps and grades chart, discipline in schools, high school math and science and language initiatives.

- An overall Plan for High School improvements in academic achievement, improved graduation rates and rates of going on to college.

#### **PART 4: QUOTES of Interest from around Idaho:**

“Waiting a year won’t hurt anything or any students. Work for a multilaterally supported approach and have complete plans and budgets.” – several superintendents, principals, teachers and parents

“Getting more engineers may be more of a function of career counseling than increasing math credits for ALL students.” Bob Larsen, Superintendent Melba School District

“It is inappropriate that unelected Board Members can make decisions affecting every student in Idaho without input from elected School Board officials, superintendents, principals, and teachers.” – Anonymous District quote, but the sentiment was expressed about half a dozen times.

“The plan is asking for outcomes for which there hasn’t been emphasis on input.” Joel Cordell, Notus School District Superintendent

“The amount of time and money spent attempting to raise students’ level of achievement in areas that they do not have aptitude will be counter-productive and wasteful.” Cliff Walters, Bear Lake School District Superintendent

“Let’s not do an ISMS again. Let’s do it right.” Dr. Amy Pancheri, Superintendent Butte County Joint School District

“Getting more engineers may be more of a function of career counseling than increasing math credits for ALL students.” - Bob Larsen, Superintendent Melba School District

“It is inappropriate that unelected Board Members can make decisions affecting every student in Idaho without input from elected School Board officials, superintendents, principals, and teachers.” – Anonymous District quote, but the sentiment was expressed about half a dozen times.

“The Rule doesn’t take into account the personal dreams of enough students. It doesn’t recognize that many students will be successful in their chosen endeavors.” – Gary Larsen, Nampa School District Superintendent

“Just adding more of the same doesn’t equate to being better.” – from several districts and from testifiers during the hearings